



UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID
EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS
UNIVERSITARIAS OFICIALES DE GRADO

Curso **2023-2024**

MATERIA: INGLÉS (Lengua Extranjera Adicional)

INSTRUCCIONES GENERALES Y CALIFICACIÓN

Después de leer atentamente el examen, responda de la siguiente forma:

- elija un texto A o B y responda EN INGLÉS a las preguntas 1, 2, 3 y 4 del texto elegido.
- responda EN INGLÉS una pregunta a elegir entre las preguntas A.5 o B.5

TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1ª, 2ª y 4ª asociadas al texto elegido se calificarán sobre 2 puntos cada una, la pregunta 3ª asociada al texto elegido sobre 1 punto y la pregunta elegida entre A.5 o B.5 sobre 3 puntos.

TEXTO A

Why Are Teenagers So Sleep-Deprived?

Most teens today are living with different degrees of sleep deprivation. Teens actually need more sleep than little kids. Experts say teens need over nine hours a night to be healthy, but over a third of teens get only five to six hours a night. The major reasons for lack of sleep in teens are biology, screen time and unreasonable expectations.

Because of hormonal changes, teens are usually more awake at midnight. If they didn't have to get to school, they would get up at 10 or 11 am. When kids try to recover sleep on the weekends, it interferes with their sleep even more. Another reason for sleep deprivation in teens is the time they spend on screens. The light coming from the screen keeps their brains from producing melatonin, which is the sleep hormone. Between doing homework on computers and socializing on phones, that means a lot of screen time.

There's the anxiety of kids who want to be perfect at school. Staying up all night to study becomes a competition among some groups of hardworking friends. We also live in a culture that values activity over sleep. Teens often participate in more activities than they have time for. Oftentimes that's because they're being told that universities want them to be excellent. But the more they do, the less sleep they get.

With an increasing number of teenagers suffering from chronic sleep deprivation, parents and teachers are concerned about the profound effects it has on kids' physical and mental health. Sleep deficit is not, in fact, part of being a teenager; but part of an invisible epidemic that we need to keep an eye on.

Adapted from "Why Are Teenagers So Sleep-Deprived?," *Child Mind Institute*, October 30, 2023.
<<https://childmind.org/article/teenagers-sleep-deprived/>>

TEXTO A

QUESTIONS

A.1.- Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.

- a) Adolescents tend to be more alert in the afternoon.
- b) Some students study overnight to be better than their peers.

(Puntuación máxima: **2 puntos**)

A.2.- In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.

- a) What is the effect of screenlight on teenagers?
- b) According to the text, what do parents worry about?

(Puntuación máxima: **2 puntos**)

A.3.- Find the words in the text that mean:

- a) levels (paragraph 1)
- b) main (paragraph 1)
- c) stress (paragraph 3)
- d) persistent (paragraph 4)

(Puntuación máxima: **1 punto**)

A.4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.

- a) During hibernation, bears' _____ (breathe) lowers and their heart rate goes from 45 _____ 10 beats per minute.
- b) Experts say that reading a book before _____ (go) to sleep helps you relax and fall asleep more _____ (easy).
- c) If I _____ (know) the trip was so long, I _____ (take) a nap that afternoon.

d) Complete the following sentence to report what was said.

"What is the sleep hormone?," the teacher asked Paul.

The teacher asked Paul _____.

(Puntuación máxima: **2 puntos**)

A.5.- Write about 150 to 200 words on the following topic.

How do your sleep habits affect your everyday life? Give reasons to support your answer.

(Puntuación máxima: **3 puntos**)



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TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1ª, 2ª y 4ª asociadas al texto elegido se calificarán sobre 2 puntos cada una, la pregunta 3ª asociada al texto elegido sobre 1 punto y la pregunta elegida entre A.5 o B.5 sobre 3 puntos.

TEXTO B

The Making of *Rumours*

In 1974 Mick was in a grocery shop in L.A. when he ran into an old friend from the music industry. He invited Mick to check out a newly refurbished recording studio nearby. Eager to find somewhere to record the next album his band —Fleetwood Mac— was preparing, he was taken to Sound City. In order to show the studio's sonic possibilities, a music engineer played a track for Mick. Its creators, Lindsey Buckingham and Stevie Nicks, were about to abandon music because their first album hadn't sold. Mick, however, was captivated by their song.

Weeks later, Fleetwood Mac needed a guitarist, so Mick called Buckingham and asked him to join the band. Buckingham was quick to stipulate that he and his girlfriend, Stevie Nicks, were inseparable. This way, the American couple joined a band who had left their native England looking for a chance in Hollywood. In 1975, their first record together became a success. Among the highlights was an amazing Stevie Nicks composition, "Landslide," a passionate narrative on her struggling life as a musician.

But recording their next album, *Rumours*, was a chaotic nightmare. Buckingham and Nicks were hardly civilized to each other. Mick's divorce added to the tension. The record's producer witnessed the creative toxicity: "All was calm; a moment later all of them were screaming at one another and breaking things."

Rumours was an instant hit, shooting to the top of the charts when it came out in 1977 because it represented the commercial trend of the Californian music scene at the time. It remains today one of the best-selling albums in music history. Mick has suggested that the romance of *Rumours* lies in its intense drama. Devastation made them channel their anger into their creativity.

Adapted from *Classic Rock*, Issue 242, "Fleetwood Mac, The *Rumours* Years," October 6, 2017, pp. 40-43.

TEXTO B

QUESTIONS

B.1.- Are the following statements TRUE or FALSE? Copy the evidence from the text. Use a complete sentence. No marks are given for only TRUE or FALSE.

- a) Buckingham begged Mick to be part of his band.
- b) "Landslide" was an emotional story inspired by the difficulties of Nicks's career.

(Puntuación máxima: **2 puntos**)

B.2.- In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.

- a) Give two reasons why the recording of *Rumours* became such a negative experience.
- b) How was the album *Rumours* received by the public?

(Puntuación máxima: **2 puntos**)

B.3.- Find the words in the text that mean:

- a) keen (paragraph 1)
- b) give up (paragraph 1)
- c) specify (paragraph 2)
- d) drive (paragraph 4)

(Puntuación máxima: **1 punto**)

B.4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.

- a) In search _____ success, the members of the band _____ (leave) England and tried their luck in Hollywood.
- b) Mick visited a recording studio _____ was newly renovated but was _____ (far) than expected.
- c) If musicians don't finish their recording _____ time, their album could be _____ (delay).
- d) Even though Lindsey refused _____ (apologize), he still got Stevie's _____ (forgive).

(Puntuación máxima: **2 puntos**)

B.5.- Write about 150 to 200 words on the following topic:

Discuss the pros and cons of working with friends.

(Puntuación máxima: **3 puntos**)

INGLÉS (Lengua Extranjera Adicional)
CRITERIOS ESPECÍFICOS DE CORRECCIÓN Y CALIFICACIÓN

El ejercicio incluirá cinco preguntas, pudiendo obtenerse por la suma de todas ellas una puntuación máxima de 10 puntos. Junto a cada pregunta se especifica la puntuación máxima otorgada. La valoración y los objetivos de cada una de estas preguntas son los siguientes:

Pregunta 1: Hasta 2 puntos. Se trata de medir exclusivamente la comprensión lectora. El estudiante deberá decidir si dos frases que se le presentan son verdaderas o falsas, copiando a continuación únicamente el fragmento del texto que justifica su elección. Se otorgará 1 punto por cada apartado. Se calificará con 0 puntos la opción elegida que no vaya justificada.

Pregunta 2: Hasta 2 puntos. Se pretende comprobar dos destrezas: la comprensión lectora y la expresión escrita, mediante la formulación de dos preguntas abiertas que el estudiante deberá contestar basándose en la información del texto, pero utilizando sus propias palabras en la respuesta. Cada una de las preguntas valdrá 1 punto, asignándose 0,5 puntos a la comprensión de la pregunta y del texto, y 0,5 a la corrección gramatical y ortográfica de la respuesta.

Pregunta 3: Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El estudiante demostrará esta capacidad localizando en el párrafo que se le indica un sinónimo, adecuado al contexto, de cuatro palabras o definiciones. Se adjudicará 0,25 por cada apartado.

Pregunta 4: Hasta 2 puntos. Con esta pregunta se pretende comprobar los conocimientos gramaticales del estudiante, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el estudiante deberá completar o rellenar. También podrán presentarse oraciones para ser transformadas u otro tipo de ítem. Se adjudicará 0,25 a cada "huevo en blanco" y en el caso de las transformaciones o ítems de otro tipo se concederá 0,5 con carácter unitario.

Pregunta 5: Hasta 3 puntos. Se trata de una redacción, de 150 a 200 palabras, en la que el estudiante podrá demostrar su capacidad para expresarse libremente en inglés. Se propondrá una única opción y se otorgarán 1,5 puntos por el buen dominio de la lengua – léxico, estructura sintáctica, etc. – y 1,5 por la madurez en la expresión de las ideas – organización, coherencia y creatividad. Para corregir esta redacción se utilizará la siguiente rúbrica de evaluación:

Puntuación: de 0 – 3

Cada apartado se valorará entre 0 y 0,5, según se ajuste a lo que figura en el descriptor de "Excelente" (con la nota máxima de 0,5) o de "Deficiente" (con la nota mínima de 0).

	Excelente	Nota	Deficiente
CONTENIDO	El mensaje es claro, preciso y coherente, con ideas interesantes, que se atienen al tema propuesto. Se sigue el requisito de extensión mínima.	--/0,5	El mensaje es demasiado confuso, ambiguo o incoherente, con ideas irrelevantes o repetitivas. No se sigue el requisito de extensión mínima.
	Se muestra capacidad para desarrollar un punto de vista personal, con opiniones originales. Las ideas se ilustran de forma adecuada.	---/0,5	Es difícil distinguir la postura personal del autor. Se incluyen generalidades sin fundamento, porque no se aportan datos o ejemplos que ilustren las ideas expuestas.
	Se emplean conectores de forma efectiva y variada.	---/0,5	Faltan conectores adecuados y se acusa una falta de transiciones temáticas lógicas.
FORMA	No hay errores importantes de gramática	---/0,5	Hay errores graves de gramática
	No muestra limitaciones en el uso del vocabulario que utiliza.	--/0,5	Hay errores graves de léxico.
	No hay errores importantes de ortografía y/o puntuación.	- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
Total		--- / 3	

INGLÉS (Lengua Extranjera Adicional)
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO A - SUGGESTED ANSWERS

Question A.1

- a) **FALSE:** "Because of hormone changes, teens are usually more awake at midnight."
- b) **TRUE:** "Staying up all night to study becomes a competition among some groups of hardworking friends."

Question A.2

Key ideas

- a) Brightness prevents the mind from producing melatonin, which helps to sleep.
- b) Families fear the consequences that lack of sleep may have on their children's well-being.

Question A.3

- a) degrees
- b) major
- c) anxiety
- d) chronic

Question A.4

- a) breathing ----- to
- b) going ----- easily
- c) had known ----- would have taken
- d) what the sleep hormone is / was

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO B - SUGGESTED ANSWERS

Question B.1

a) **FALSE**. "Weeks later, Fleetwood Mac needed a guitarist, so Mick called Buckingham and asked him to join the band."

b) **TRUE**. "Among the highlights was an amazing Stevie Nicks composition, "Landslide," a passionate narrative on her struggling life as a musician."

Question B.2

Key ideas

a) The recording was so negative because the members of the band did not get on well with one another, they had loud fights, one of them got divorced, and they were aggressive sometimes.

b) The album became famous very fast, selling lots of copies because it satisfied the commercial tastes of the audiences at that time and place.

Question B.3

a) eager

b) abandon

c) stipulate

d) channel

Question B.4

a) of ----- left / had left

b) which ----- farther / further

c) on / in ----- delayed

d) to apologize ----- forgiveness